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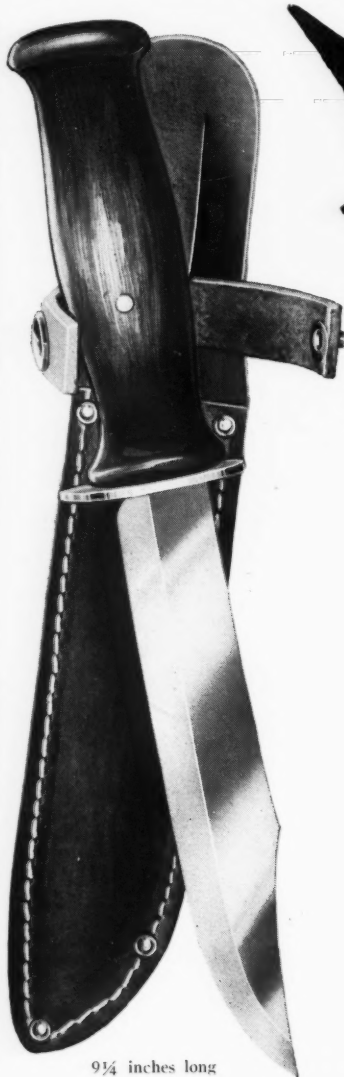
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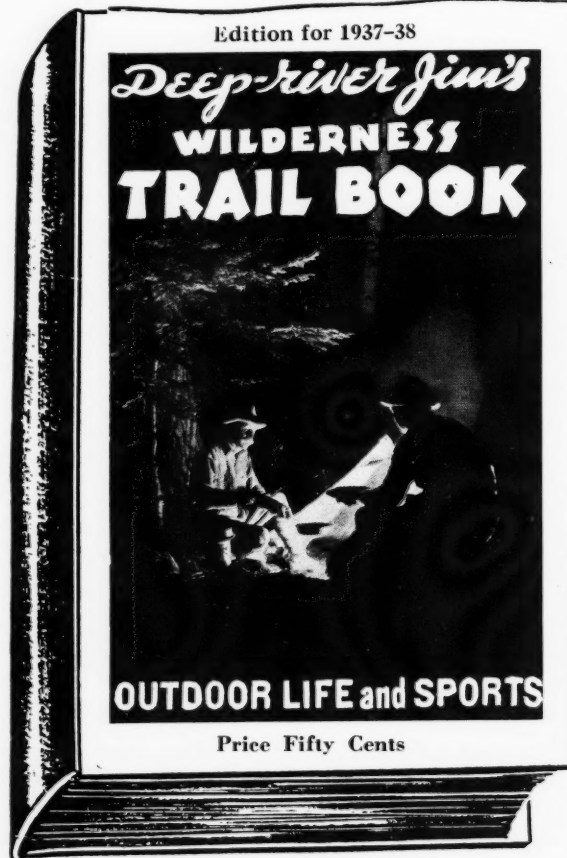
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Courtesy, Cheley Colorado Camps

DEVELOPING AN INDIGENOUS CAMP PROGRAM

By

FRANK H. CHELEY

Director, Cheley Colorado Camps

LAST summer a very lovely car, comfortably loaded with what appeared to be an "inquiring family," drove up to the Camp office. Without getting out the mother of the party inquired of the Hostess, who had gone out to welcome them, "Is this just another summer camp—or?"

Obviously the sally was meant to be friendly, but it raised a very searching and fair-and-honest question, which briefly summed up might be put this way: "Are camps just camps after all and if so, should they be, or, for that matter, *need* they be?" If *not*, why not?

While the Hostess is showing the "inquiring family" about and answering the question as best she may, let *us* discuss the question together.

Not so long ago we came across an advertisement for "Toxo." We clipped it for future reference and now it exactly fits our need. According to the ad, Toxo is an ingenious creation of science, one of the marvelous discoveries of the ages, guaranteed to vitalize every human cell, the only known compound, in fact, containing *all* the vitamins in their natural state. "Why go to Doctors," the ad reads, "they are not sure of half they say. Take Toxo and live one hundred years!"

Absurd and right down ridiculous, you say, yet have you ever made a careful critical study of the printed matter, say of 100 different summer camps, private and *otherwise*? We have just gone rather carefully through one hundred different camp booklets and have found over



Courtesy, Cheley Colorado Camps

and over just about the same statement as Toxo except couched in "camp language." We found the same statement of "what we especially have to offer you as a parent" in nine *different* catalogues and obviously the same statement adjusted to avoid an obvious "steal" in four more.

To top the climax, one camp booklet (we never heard of the camp before) says as a grand flourishing climax, "*If anything new in camping is ever evolved, we will at once offer it.*"

Obviously too many camps are trying to be everything to everybody and so quite completely lose their individuality and become, "just another camp." Yet—

OUR ONLY TRULY VALUABLE CONTRIBUTION LIES IN HOW WE ARE DIFFERENT

Everybody knows that when we all become exactly alike—look alike, act alike, talk alike, advertise and respond alike—we settle down to a very drab and ordinary mob, progress comes to an end and even camping becomes boresome,

stereotyped, standardized and unchallenging, even if we do boast as blatantly as Toxo.

One of the truest things that Will Rogers ever wrote was his observation about modern education in America. He said substantially, "We drive them (the youngsters) all by and everybody puts something on them, and when they come out they talk alike, think alike, speak alike, act alike—a poorly educated mob because they have no individuality. They have become *standardized* to a pathetic degree. They are just kids instead of individuals."

EVERY CAMP DIRECTOR SHOULD SEEK DISTINCT INDIVIDUALITY FOR HIS ENTERPRISE

His camp should be different in basically desirable ways. He must of course always meet necessary standards of health, safety, ideals and educational objectives, but on top of all that he should strive earnestly to be different, original, individual without sacrificing or even compromising the basic common denominations.

But you say, "How can that possibly be done?" And the answer is, *by developing to the highest possible degree those particular phases of your enterprise that naturally grow out of your location and purpose and you which make your camp normally different.*

"WHAT, NOT WRAPPED IN CELLOPHANE?"

You have no doubt heard of the ultra-modern young father who rushed to the hospital to see his new born son. The nurses brought the usual conventional obviously standardized bundle in white linen for his inspection. Aghast, he stepped back and said, "What, not wrapped in cellophane?"

So we say—

"What, no social dancing?"

"What, no organized competitive athletics?"

"What, no sail boats?"

"What, no morning setting-up exercises?"

"What, no morning chapel or artificial prayer meeting?"

"What, no numerical credits for clean neck and ears?"

"What, no pennant for 'best cabin' or 'manicured clothes lockers'?"

No—no—no—for we are different. Yes, camps, but we do *not* belong to the mob.

THEODORE ROOSEVELT'S GREAT SPEECH

The greatest little speech that was ever made to a group of youngsters, according to our notion, was made by Theodore Roosevelt, impromptu from the rear of a Pullman. "*Boys, from where you are with what you have.*" It was a great inspiration to an army of Scouts facing life in a none-too-friendly and highly competitive world. It is just as good medicine for Camp Directors today! Why on earth try artificially to be everything to everybody? Why not, instead, quite deliberately, with motive and forethought, be something different to a few discriminating parents who are completely fed up on "Toxo" whether in camps or schools or medicine.

May we become very personal in order to illustrate? There seems to be no other way. It is in no way mere egotism, for the Lord only knows we, too, have much, very much to learn.

WE ARE ESSENTIALLY A WESTERN MOUNTAIN RIDING CAMP

Our backbone is horses, pack trips, peak climbing in an area which offers forty twelve-thousand-foot peaks and vast areas of real unexplored wilderness.

There are many, many splendid things belonging to good camping that we do *not* have, naturally, but what we *do* have is so utterly outstanding that if we are creative enough we can succeed easily in giving our camps individuality—which individuality in wise hands may be made a powerful influence and bring tremendously fine values of thrilling new experience of best quality to youngsters.

We offer no golf, no final canoe trips, only the rudiments of right canoe trailing; very modified swimming because of cool air and snow water; practically no dramatics because we are a trip camp—gone, forever gone—at least going or coming from immediate trips into vast open spaces; not a band camp although we have a little orchestra for the pleasure of those interested; not an athletic camp because we get our physical program on the trail, climbing and mountaineering or on the back of a horse over miles of forest trails, and further because we would rather have the fine friendly cooperative spirit which is ours than the dividing clashes that seem inevitably to come from overdone competition and, still furthermore, why come into a wonderful country like the lovely Rockies of Colorado and quite deliberately *do all summer what can be done on any play field or corner lot in the country all winter?*

We're too busy making effective what we *do* have and in adjusting all the details of our whole enterprise to the things which do make us *naturally* different to try to *artificially* bring into our picture a lot of more or less standard practices that do not belong, at least to us.

We are a Western Riding Camp (with a well-balanced all-round program) located in a rugged section of the High Colorado Rockies and we conceive our job to be to get every bit of special, unique value and peculiar Western experience out of that fact that we can for every camper, boy or girl, who comes to us. We are positively *not* "just another camp." There are already too many of them.

How Do We Avoid It?

By some very simple ways and methods. For instance:

1.—We dress to suit our country. We have no tailored standard costume. True, we do not look so "spick and span" in our group pictures as if we had been turned out of a fashion mill, for some wear chaps, some prefer riding breeches, some would have nothing but "blue jeans" and yet others say, "Me for cords." Some like the bright colored shirts of the cowboy, others the blue shambrie—all love and wear the ten-gallon hat that belongs to the real West but in a variety of color and all bearing various amounts of "character."

2.—We put our first things first in our program, by which I mean horseback activity of every sort—trail riding, pack trips, horseback games and wilderness trips. Along with a horse-centered program and quite inseparable from it, comes a rich program of mountaineering which is a unique combination of peak climbing, exploring innumerable Alpine Lakes and glaciers and hiking with pack bag and blanket roll through vast wildernesses, little known to public travel. Science and nature appreciation are an integral part of all such trips inevitably and grow out of them quite naturally.

We carry on a Mountaineer's Club at both the boys' and the girls' camps, membership in which is by Degrees according to the number of 12,000-foot peaks scaled. No camper has yet to his credit all 40 such peaks but numerous of them have climbed 35 with the avowed determination to finish the task before they are through camping.

3.—The combined Staff award, every now and then as a case warrants, a pair of "gold spurs" to an older camper who has developed a well-rounded, superior technique in *all* outdoor skills. They are never competed for; there are no numerical credits for any sort of performance ever given. A "Spur Man" becomes obvious in our midst by what he is and what he can do in everyday living in the great out-of-doors. There are no examinations, no element of popularity. It is the recognition of an obviously superior fellow. To be so recognized by a diversified Staff is a splendid honor void of all the usual undesirable features of an award system.

4.—In the same manner but for superior character and citizenship, the Staff presents Membership in the Royal Order of Wranglers to all boys and girls once each year who qualify as Student Counselors (Counselors in Training) for the next season. The next step upward in the training scheme is that of Counselor Aides, open to college freshmen who have achieved membership in the Royal Order of Wranglers—and from Counselor Aides are filled Staff vacancies as the demand develops. Every aspect, you see, of the program brought out of the very tradition and nomenclature of the West itself.

5.—Upon arrival at Camp every Cheley camper is awarded a bright colored Western neckerchief with the camp insignia upon it. This is worn Sundays and at all special occasions and is presented *upon the assumption that the recipient is going to be, from the very start, an entirely acceptable citizen.* He does not have to earn it by credits but he may forfeit it by conduct unbecoming a thoroughbred Westerner.

6.—Our Special Instructors and entertainers of which there are many, bring each some lure of the old West in song or story or both, and at our permanent wilderness camp—Trail's End Ranch—we sleep in covered wagons and have a ranch house instead of a Lodge, a corral instead of a stable, and we "ranch" as well as camp out.

7.—Our Special Days are "Rodeos." Our final banquets are "Round-Ups." Our Out-Camp kitchens are "Chuck Wagons." Our sleeping cabins are Famous "Ranches" and each and every camper goes by his own "Brand" which he may paint on his paddle, work into his leather jacket or onto his "chaps" or burn upon his hat. It marks him as an individual and not just another camper.

8.—The recipient of the "Gold Spurs" and the members of the "Royal Order of Wranglers" "brand" the great log in the Lodge with their signature as evidence of their leadership earned by splendid all-round living and participation in a diversified program.

9.—We make a great deal of our rifle ranges, our pistol contests and of trap shooting. Many

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GIRL SCOUT MARINES AFLOAT ON THE "JOSEPH CONRAD"

Coastwise Cruising

BROADENING
THE CAMP
HORIZONS

By
Olive McCormick
Marine Advisor
Girl Scouts, Inc.

THREE bells midwatch, standing a trick as quartermaster, is perhaps the most satisfying time on a cruise. The stars twinkle brighter, the rhythmic lap of the waves against the hull of the boat is louder, the world is more at rest, and I am content to be respon-

sible for piloting this winged craft on a selected course." This feeling, so well expressed by an amateur sailor, is one that is known to everyone who has stood a night watch at sea.

The spell may be suddenly broken as one bell is struck by the port lookout. The yeoman scampers over the dew-drenched deck to learn that a lightship is sighted two points off the port bow. The yeoman enters it in the log and reports to the mate on duty, who by flashlight checks our position on the chart. "North northeast," calls the mate. "North northeast, Sir," is answered, and the wheel is spun until the course is checked on the huge, mysterious floating compass. All is quiet again except for the symphony of the ship's roll as the bow breaks the water, and the contented squeak of the jaw on the jumbo mast as a sail settles to an easier position.

Eight bells, and there is a bustle as six sleepy crew members come up the companionway to report for relief. The crew are reluctant to go below; they will miss the dawn as a weird light

announces the sun breaking over the eastern horizon. However, sleep comes quickly.

The aroma of bacon and toast and the squeals of deck hands as a bucket of cold sea water is dashed across the deck aimed a little too high while "she is being washed down," all contribute to an early morning rising.

The days are very busy aboard a schooner doing coastwise cruising. A crew of fifteen or twenty girls or boys or both (depending upon the size of the boat) are kept busy with constant duties known as "ship's tricks." The crew is divided into two watches, known as port watch and starboard watch, each of which serves four hours at a time. Each watch is under the direction of a mate (adult) and a bo's'n and cox'n elected from its own membership, who are responsible for assigning the ship's tricks and keeping the duties rotating, with no crew member standing the same trick for more than one hour at a time.

One watch is always on duty. It is a group of from six to ten members, and includes a quartermaster and an assistant who stand at the wheel, piloting the course by compass; the yeoman, who tends the log book recording the course, time and changes, weather, wind, barometer, and all objects which are sighted by the lookouts; the bow lookouts; port and starboard, who report all landmarks or craft sighted; the man-overboard lookout who reports anything sighted from the stern. The remainder of the crew on duty, but not standing tricks, are deck hands, and they busy themselves with the chores of keeping the boat shipshape, such as sail mending, brass polishing, soogeing (scrubbing her down), painting, making baggy wrinkle (chafing gear from old rope), galley duty (setting the table and washing dishes), whipping and splicing of ropes, and any other jobs that are constantly needed on shipboard.

The watch off duty is free to do crafts (lanyards, ship models, make ditty bags),

read, take sun baths, keep personal diaries, sing shanties, make up songs, sleep, take photographs, or just do nothing but enjoy the peace of the sea.

One period a day is devoted to navigation instruction given by the ship's captain, including charting, rules of the road, buoys and beacons, cross bearings, soundings, keeping of the ship's log, the compass, weather signs and weather predicting, stars and their importance to navigation.

All-night sails are thrilling to the crew, but many nights are spent in harbors. On such occasions the anchor is "let go" in an interesting harbor in the early afternoon. A swim is immediately in order, and lifeboats are lowered and buddies are assigned.

The boat is made shipshape, then time is spent in "primping up" in the best land uniforms. The crew rows ashore for "shore leave"—shopping for sodas and postcards, making a trip to the whaling museum, the shipping docks, an old lighthouse, or some local point of interest. The crew comes back to its "home on the sea" full of enthusiasm and a new interest.

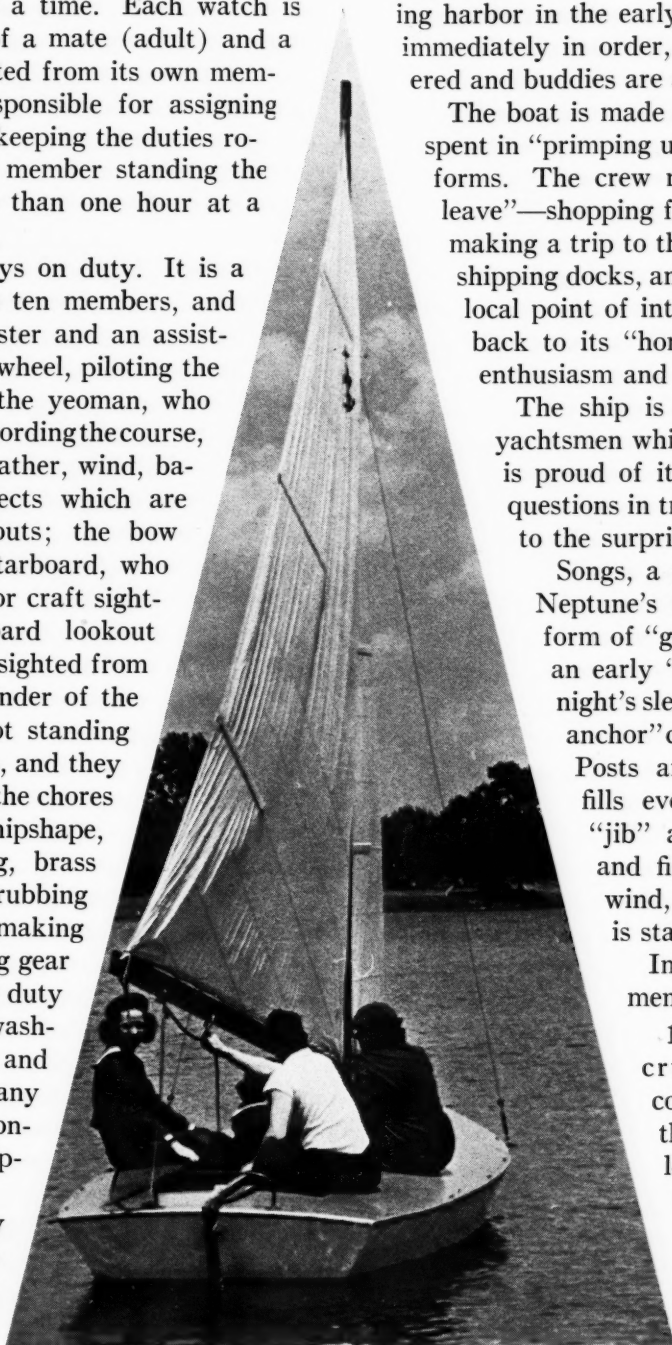
The ship is often visited by local yachtsmen while in harbor. The crew is proud of its ship and answers all questions in true salty manner, much to the surprise of the visitors.

Songs, a yarn by the captain, a Neptune's Court, or some simple form of "gam" generally precedes an early "bunking in" for a full night's sleep. The order to "weigh anchor" calls "all hands on deck." Posts are assumed and pride fills every heart as first the "jib" and then the "jumbo" and finally the "main" take wind, and a new adventure is started.

Important Points to Remember:

1. Prerequisites for such cruises should include complete physical fitness; the ability to swim at least one hundred yards, to float, to tread water, and to make a good entry into the water; and evidence of be-

(Cont. on p. 26)



Trained Leadership for the Waterfront

By

Ethel M. McGary

Assistant Director, New York Chapter
Life Saving Service, American Red Cross

NO GROUP is more stimulating to work with than the group which one meets on the teacher training level in Physical Education. The students who enter the Examiner's Training Courses and Aquatic School courses comprise a group of this type. They have voluntarily chosen the field of aquatics as one in which they wish to specialize and enter into their training with enthusiasm and keenness. There is positive recognition by this group that special training is needed. Just liking aquatics and being a good swimmer are no longer sole qualifications of a successful waterfront counselor.

The majority of students enroll for training when they are in the second or third year in college or physical education school. Their average age is about twenty years. They are very conscientious about their work and anxious to get experience in assistant waterfront positions.

Each year the New York Chapter of the American Red Cross qualifies approximately 150 women students who are graduates of its Winter and June Aquatic Schools and about 250 women examiners. Since the field of opportunity in aquatics for women is limited to camp and school work, special emphasis in training is given on the administration, organization and instruction phases of camp aquatic programs.

The term *aquatic* is so inclusive that it is best to examine the various phases comprising the whole. Of primary consideration is the development of the ability to organize and teach a progressive program of swimming from the non-swimmers' level through advanced swimming and life saving. Counselors with a knowledge of stunts, formation swimming, and floating, advanced diving and games are able to develop these activities within their regular classes and so make traditional material step forth in new dress. Many campers swim the year round, and after they have qualified for Junior Life Saving certificates there are not

many challenging activities in the swimming program unless it is rich in variety. Special programs including swimming meets, water carnivals and pageants may be more easily developed if the regular swimming program contains many of their elements.

Instruction in life saving goes beyond the ability to instruct in various skills and to pass on knowledge of water safety. It includes training in the use of a variety of equipment including life rings, heaving lines, can buoys and surf-boards. Junior life saving crews will be eager to try their skill in these activities and get keen enjoyment from them. Surfboard work is of tremendous value in life saving and grand fun in recreational activities.

The scope of the aquatic program has enlarged so much in recent years that it is becoming the practice for a specialist to be in charge of the small craft program. In general the woman who chooses this field of specialization has had training in all branches of aquatics prior to specialization. Today leadership in boating, canoeing and sailing demands knowledge and ability in instruction, in care and repair of equipment and in the planning of special programs.

Throughout all the training given the matter of safety is considered. Counselors learn to analyze each situation and be alert to possible hazards so that the avoidance of them will be as routine yet imperative a matter as the classification of the swimmers into ability groups.

The waterfront counselor's position is one of real responsibility. But the woman who is trained as thoroughly as possible in all phases of waterfront work and who is alert to observe and learn from others is best qualified to assume this responsibility. If a counselor has an opportunity to serve as an assistant counselor a year or two she will gain a great deal from the experience. A most desirable situation would give her an opportunity to take charge from time to time and initiate activities.

(Continued on Page 31)

Water Conservation in Camps

WHEN the pioneers canoed up our rivers there was no refuse. They could land most anywhere and drink from clear springs. Fish had not been smothered by sewage. No wild ducks were so covered with oil from bilge water that they couldn't fly. The water ways did not belong to industrial firms as a handy place to pump chemical wastes. They didn't belong to summer visitors who came for a few weeks from the city. There were no thousand miles of typhoid, no "Cliff Walks," and no "Coney Islands." The bodies of water were more than manufacturing, more than fishing, more than sailing, more than camping. Public apathy has allowed all kinds of exploiting, but in the beginning, the bays and lakes belonged equally to all.

It is only recently that states have taken reconnaissance of their water possessions. Some states know which lakes are deep enough for trout and which should remain for the common run of sunfish and bullheads. Some choice lakes have even been reserved as safe stopping places for migrating water fowl. A few commonwealths have had technicians counting water fleas that feed the lesser fry that become food for bigger fish. In this way their fishing is regulated and the lakes have been made to produce a sustained yield just like a potato patch. Such water farming is called aquaculture.

Close your eyes and think of the most beautiful camp that you can image. Let's analyze the picture. Was there any water? Were there trees? Were there hills? Was there a pasture with cattle grazing on the hills? Was there a sail boat? Was there a fisherman? I am rather certain that all of you saw a lake with a wooded shore. Perhaps some of you saw a Lake Louise or a Loch Lommond. All camps have water.

Now will you close your eyes again and think of a young fisherman—one of your own campers. Does he care whether he catches big or little fish? Is he conscious of the life history of fish and how the future fish will be provided? Has he any attitudes in regard to the size of

BY

WILLIAM GOULD VINAL

**Director, Nature Guide School
Massachusetts State College**

the catch? Will he return any to the water? What will he do with his string of fish? Is he conscious of the state fishing laws or of conservation? Are you raising a poacher, an exploiter, or a conservationist? If everyone does as you are doing, what will be the future of fishing in your Commonwealth?

Recently I observed your fishermen in Philadelphia. It was a legal holiday but not a legal fishing day. There were fifty youngsters fishing near a sewer emptying into the Schuylkill. It took one park attendant to prevent them obtaining a fishing pole from the shrubbery. When it comes to fishing, Philadelphia is raising poachers. Philadelphia is rearing law breakers. Philadelphia will reap what she sows. So will any other municipality or camp.

Ralph Griswold, Director of Parks in Pittsburgh, has another scheme. He has stocked the lake in Schenley Park with catfish and yellow perch. He organized a Junior Izaak Walton League. The boys are given a fishing license for a few pennies. This gives them the benefit of club leadership and a right to fish in Schenley Lake. They know the "bag limit." They know a yellow perch nest when they see it. They know that bullheads guard their young. They know that if they catch the parent fish in breeding season that there will not be as many fish next year. They know that all boys do not know the law. They see the reasonableness of a license. They are willing to show their license. They are also acquiring knowledge, skill, and attitudes for the future.

Some camps are following the Philadelphia plan—a few—too few are using the Pittsburgh plan. Many—too many—have no plan. The lake is merely a body of water for swimming.

In the upper reaches of this lake there may

(Continued on Page 27)



Photographs, Yerkes Observatory

Meteor Counting is Fun

By
LOU WILLIAMS
Department of Geology
University of Chicago

NIGHTS when you are at camp, far away from city lights, as you look up at the sky you see an occasional bright point start here or there among the stars, speed across the sky, and go out just as suddenly as it came.* These darting points of light flashing now and then across the sky are known as meteors. Those less bright than the brightest planets are called "shooting stars." Brighter ones, some giving as much light as the full moon, and many bursting into showers of sparks, are called "fireballs."

* The author wishes to express her appreciation to Dr. C. C. Wylie of the Department of Astronomy, University of Iowa, for reading the article and making many valuable suggestions.

Periodically these shooting stars come in showers and that is when it becomes great fun for campers to sleep out and observe and count them. And

it is useful work too, for the records when carefully made have been used by astronomers in their search for new knowledge of the universe around us: of the unknown regions of our atmosphere 100 miles or more above the earth; of comets, and the zodiacal light, the "northern lights," and other heavenly phenomena, as well as about the very crust of the earth on which we walk. The meteors of these periodic showers seem to radiate from a point in the sky, so that people who saw the great shower of 1833 said that the falling stars were like the ribs of a giant umbrella. This is an effect of perspec-

tive, such as causes railroad tracks, and the buildings on a long straight street to seem to come together. Actually the meteor lines are parallel. A meteor shower is usually named after the constellation containing the point from which the meteors seem to radiate.

In most years, August is enormously richer in meteors than any other month. For some days around August eleventh there are many bright shooting stars which seem to dart away from a point in the constellation Perseus. These are known as the Perseid meteors. The Orionids, whose radiating point is in the constellation Orion, come between October 9 and October 24. The Andromedids radiate from the constellation Andromeda between November 23 and December 7, but few of these have been seen in recent years. The Lyrids, from the constellation Lyra, come usually on April 19, 20, and 21.

The brightest meteors of the August Perseid showers may be photographed by any camper with a fairly fast lens in his camera, say a focal ratio of 4.5 or faster. Have the campers who are interested and have the equipment point their cameras toward the constellation Perseus, well away from artificial light. Expose for an hour at maximum aperture. To make a useful record, write down the times of opening and closing the shutter, and a statement of the place where the exposures were made, exact enough to locate it on a map. The negatives, *not prints*, will be received gladly at the Harvard Observatory, Cambridge, Massachusetts, where experienced observers will search them for meteor trails.

The most interesting work of all is for a group at a camp, in shifts, to count the number of meteors observed during a night of the August shower. Such counts of the number of meteors which can be seen in an hour on an average night by a group arranged so as to cover effectively the entire sky

are used by Dr. C. C. Wylie of the University of Iowa in calculating the total number of meteors which strike the earth per day. Such information is used in figuring the rate of accumulation of material from these meteors, and the rate at which the earth is therefore increasing in size. Astronomers need this information when they make far-reaching predictions concerning changes in the earth's relation to the sun, its rate of rotation, etc., with the chain of changes that these modifications would set up. Dr. Wylie has published the latest calculations on the rate at which the earth is accumulating meteoric material. He used several observations made by groups of Girl Scout campers under adult leadership. He states ("How to Make Good Group Counts," *Popular Astronomy*, Dec. 1934, p. 596):

"A site should be chosen where the sky can be seen almost down to the true horizon. Should there be appreciable interference from trees, buildings, or lights, in any direction, measure the angular height of the obstruction approximately, and include the figures in the report. For the larger groups an outer circle, perhaps 25 feet in diameter, should watch just above the horizon. These persons will probably prefer to lie on their sides. A smaller inner circle should watch at a height a little more than that of Polaris; and one or more persons should lie on their backs in the middle to watch the region of the zenith. Should passing clouds interfere, let each observer watch his own region, even though it is obscured by clouds. He should call all meteors which he would see if alone and watching that region. A slowly-moving meteor, seen because he turns involuntarily when some one else calls, should not be recorded as his observation.

For groups up to twelve, one person not in the group can act as recorder. For larger groups we advise two recorders. Each observer should be assigned a letter of the alphabet, perhaps beginning with A for the observer in the outer circle watching due north. When a meteor falls, each person

(Continued on p. 32)



Go Light, Young Man

By

STUART THOMPSON

NOW that the canoe trip season is upon us again there are probably thousands of campers all over the continent making plans for the trip that will go down in their memories as the high point of the summer of 1938. Among these plans undoubtedly the preparing of a list of things to take in the way of equipment—grub and incidentals—will come in for much consideration. Rightly so, for a little thought given to preparation goes most of the way in insuring a successful trip.

But I have often wondered if the value of each item on this list of things to take on the trip is duly weighed. Do you really *need* all that is on that list? Look over it carefully and see if there are not things that you can do without, some that you will not really need at all, and some that can be made to do the work of two or even three different things on the list.

It's true you are going on a holiday and I am a firm believer in comfort. But remember that camping whether stationary or moving on the trail with a pack-horse, or on the portage with a canoe, is a life lived under simple conditions, simpler by far than we civilized folks of the twentieth century are accustomed to living, and every article taken must find its place in the outfit. No easy job on a moving trip!

I never realized what a burden the host of things on a long list could be until I had embarked on my first canoe trip. My companion had been on one previous trip and naturally I relied on his judgment and list. And what a list! I wonder now where we put it all in that twelve-foot birchbark canoe with the two of us. We had a good time—I shall always look back with fond memories—but oh, the things we did not need to take, and which added so much to our cares and work.

Three years later I fell in with another pal, whom I shall call "Dave," who proposed a canoe trip for the following summer. Like myself he had only been on one other trip, but I soon realized that I was in the hands of a resourceful, self-reliant camper who had been trained in a different school.

As we compared our lists of equipment in advance, I was surprised and gratified to see the nonchalant way in which Dave eliminated one thing after another. Listen to him: "We don't need an ax, we have a camp hatchet. We don't want bread, it is bulky and goes stale—hardtack takes its place. We won't take any guns this trip—they are heavy, risky, need constant care and cleaning, and mean hauling ammunition. Why take table knives? The hunting knife on your belt will cut food at meals and cut other things any other time." And so on he went deleting the list. Good old Dave! I learned on that trip how one could camp like a real woodsman, and he and I had many another expedition on the same basis, each time into new territory and each trip taking new companions.

It was not an easy trip, that first one, but we were young and tough and enthusiastic. To this day I read over my diary and live it with all its joys over again. Yes, and I even laugh at the little troubles and hardships we suffered—and what canoe trip has not troubles? We were gone two weeks through virgin forest of Northern Ontario, traveling lakes and rivers and portages. For days and days we saw nobody and only rarely did we meet another party.

We went with only one of each item of clothing we had on—sweater, shirt, trousers, sox and moccasins, and no hats. We took no tent—at night we slept out under the stars and if it rained we slept in large waterproof bags which were also used to take care of the grub. Thus did those bags do for tent, sleeping-bags, and dunnage-bags. We took no bread—hardtack instead. We caught fish in abundance which we broiled over a charcoal fire on toasters. This eliminated a frying pan so we did not carry bacon nor flapjack flour, and neither of us missed either. We eliminated towels by drying our hands quickly on our trousers. We took no bathing suits—why should we? Sometimes
(Continued on Page 35)



Courtesy, *The Parents' Magazine*

THE dramatization of the waterfront is a unique opportunity in many camps which have dramatized the woods, the mountains and the meadows, and utilized the songs and dances developed by experts in those departments. But the waterfront has probably greater possibilities than many directors realize.

Probably the drama or pageant director becomes discouraged when he encounters the resistance of the waterfront counselors, some of whom have had experience in participating in water pageants before. I talked with some swimming, diving and canoeing instructors the other day and their attitude was very much against water pageantry. This was due to sad experiences in the past—long rehearsals which tired out the campers, tried the patience of the leaders and delayed progress in many of the activities of their departments.

I believe there is too big an opportunity for the selling of increased interest in all branches of aquatics through water pageantry to let even the opposition of the departmental experts

Dramatizing The Camp Water Program

By

WILBERT EDMOND LONGFELLOW

First Aid and Life Saving Service

American Red Cross

stand in the way, and I have discovered the way to overcome this is to circumvent their objections by making it practically painless for them and their groups to participate. This is how I have seen it work out successfully:

The waterfront activities are in full swing when the new dramatic director strolls down to the beach. A group of beginning swimmers are being put through their paces. At the conclusion of the class, the wise pageant director says, "I would like to borrow your group doing those elementary progressions in swimming for one of the episodes of the play we are putting on for visitors' day, on the theme, 'Man's Mastery of the Forces of Nature.' No rehearsal will be necessary except that you time them and that you drop around for a discussion of the set-up after the noon meal tomorrow. Those sun-browned bodies will make the best type of costumes with just a touch of bright color for the shorts." Before he has thought to resist, the instructor has agreed to present himself with the groups for the show.

Later on the pageant director picks out of the advanced swimming and diving classes the progressions needed to carry the story of acquiring mastery on the surface of the water without equipment and notifies the leaders, especially stressing the fact that it will show activities already taught with practically no time out for assembling. Then the director studies the boating, canoeing, surf-board or paddle-board and aquaplane programs and weaves them into the picture, suggesting that the costumes, if any, will be furnished, or how they can be improvised from equipment which the campers already have available.

This is dramatizing the regular work of the camp—a thing which the parents will enjoy seeing and the campers enjoy doing, because it is a true picture of the activities in which they are participating because they enjoy them. Too often before, participation in a pageant has implied their attempting things in which they have no interest and for which they have no skill. They look forward to this type of dramatization with eager anticipation.

In a play of the type of man against nature, conquering the woods, the winds and the waters, the progressions are so arranged that the same people can appear in a number of different episodes, so if a boy is a fair swimmer he may appear in the evolution of strokes pictured through the centuries and later have a part in

the evolution of growth of diving skills. He may change costume and be a Norseman in a crew boat, or an Indian fur hunter in a war-canoe depicting the return of the fur hunters to the trading post in the spring. Later some of the same people may be shown as surf-riders or participants in the aquaplaning or sailing canoe events, which would be natural enough in a play depicting man's mastery of the waters.

The change of equipment and costuming would enable a small group of campers to put on a play of wide range of dramatizations. In a play of this sort the costuming would be simple throughout, their brown limbs furnishing the best and safest costume for water activities, whether in, under or over. Such a play would work equally well in either a boys' or girls' camp, and the counselors might naturally play the parts of adults and key characters; that would enable them to direct while mingling with the players.

Later on, witnessing the departure of the over-night or long canoe trip group, the director sees the possibilities of a line of campers with packs and overturned canoes on their shoulders silhouetted against the firelight or the sunset, and requisitions that scene for the big show for visitors' day. Each leader thus has a chance to dramatize his or her specialty in harmony with the whole production, and in fact a desirable pageant director is one who can present in dramatic form the regular activities of the camping group.

Most camp waterfronts are selected because of their natural beauty—a curved strip of beach backed up on the landward side with noble trees, with a little point at one or both sides and the lake itself stretching off to serve as a background, stage, and a medium of expression for the players. The little points are important because the characters can appear and disappear around them; flotillas of boats can materialize and sail away into the distance without actually being out of range, so that the characters can hop into another part and appear as entirely different conquerors of the waves. With such a cove well illuminated—for water pageants are most effective at night—the most marvelous dramatic effects can be produced. Both players and spectators will be thrilled by them. Successful pageant directors must always contrive so that the participants have just as much fun as the spectators, and it doesn't hurt any if they can have even a little more—they will want to be in the next one.

Lighting can be provided through flood lights hired from the local power company, borrowed from a local school or recreation board, or owned jointly by groups of camps which hold their pageants at different times. The camp handyman may build up reflectors and lights to be concentrated on the spots desired and to be cut out when necessary. I have known of water pageants lighted by the long-burning colored flares which burn with a fierce red, blue or white light for ten or twelve minutes at a time.

Certain episodes can be self-illuminating, such as soldiers swimming a stream with bonfires on each side, the swimmers carrying sparklers; Oriental numbers with the swimmers or boaters carrying paper lanterns; night fishermen with flares on their boats, and water ballets with each swimmer illuminated by tiny bulbs from a waterproofed battery concealed in their costumes.

It might be well to consider here the comparative merits of day and night pageantry. For many reasons some camps will prefer to have their water show in the day time. This is all very well if it is to be a competitive swimming meet or contest in which boats and canoes are used, but where it is a play the darkness of night furnishes the best background, and the groups in each act and scene can materialize out of the darkness into the light and dissolve again into the darkness. Every bit of color in the costumes has added value in a night show. The scenes can be vast or very intimate according to the diffusion or concentration of the illumination.

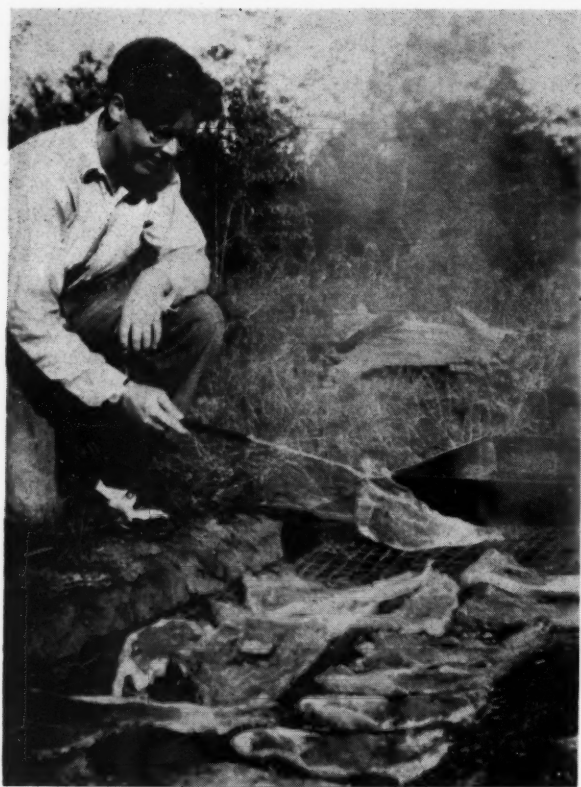
In day time everything has to be so exact. Sharp-eyed spectators can see the approach and disposition of each episode; it is hard to carry out illusions and get the spirit of the play which is not developed through the magic of night time. If pictures, and especially motion pictures for the camp record are desired, the dress rehearsal, which would be a simple running through of events to assist in the proper timing for the night show, would give plenty of opportunity. The players would learn about making their changes and getting into new positions by this means, and it would not become a burden compared to the tedious repetition of the same thing over and over again until the director is satisfied. The skills are all learned from experts in the various departments, and

the pageant director merely lifts the finished product from its class setting and fits it into the spectacular depicting of the camp aquatic program.

With all pageants—whether they be night or day—health and safety considerations must not be neglected. To be sure, in the day time with the sun to warm them there is not so much danger of players getting chilled or being overlooked in the shuffle during a water ballet or water battle. But even here safety precautions must be taken and all water performers work in pairs, both for symmetry and safety. If all are in twos it is easy to detect when one is missing. Leaders of water numbers, whether boat or canoe, must have life-saving skill and be ready to lend a hand if any one gets into the slightest difficulty. They seldom do, however, if care is taken in the selection of those to participate in the different events. At night, by all means emphasize water buddies for all participants and have stationed at strategic intervals leaders whose sole purpose is to see to it that the youngsters' health and safety are considered. Bath robes and towels to dry off the swimmers between events, and slippers or sandals if they have to go over rough ground, are merely normal safeguards.

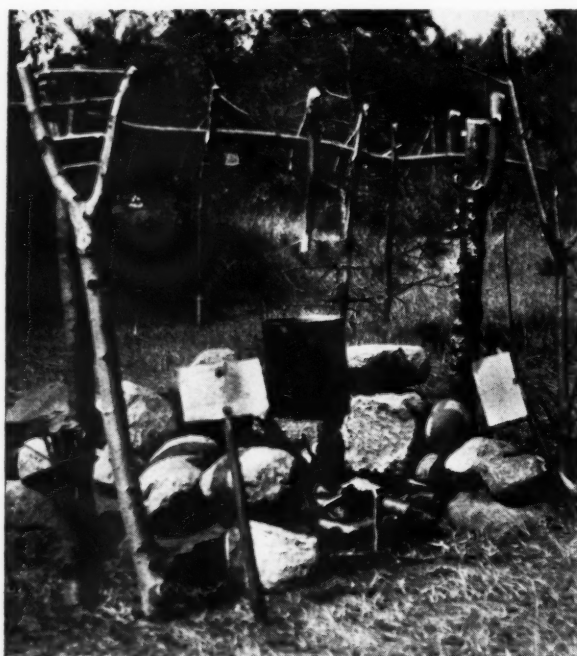
Alongside of Neptune on his throne should be one of the camp life-savers. Among the mermaids, water sprites or tritons, other life-savers should be scattered, and every one should be instructed as to what to do in case of an overturning or swamping of a boat or canoe so that there would be no panic but that it would fit right into the picture. The big idea is to have each pair of performers check out together after each water number. There may be a different partner in each event, but there must be a partner of like swimming ability. This is only a sensible precaution against overlooking some one, supplementing the check-up which the group leader makes before and after each number.

It is my experience that if a water play or pageant is handled in this way the canoeing, boating and over-night trip counselors won't raise their eyebrows and say, "What, another one of those things?" when the subject of water plays is brought up at a staff meeting. Just fit it in instead of stopping the whole camp program, and everybody will be for it.



Courtesy, The Joy Camps

Wherein a Group Plan Is Recommended for a Campfire Dinner for Large Numbers



WHEN THE CAMP COOKS OUT

IN CAMPS where stress is put on regular day or supper trips in small groups and on overnight hikes, a welcome change is provided by having the whole group eat together in the open occasionally. In the author's article in the March issue of *THE CAMPING MAGAZINE*, entitled "Outdoor Cooking for Large Groups," the use of barbecue, imus, and other cooking plans appropriate for such a situation were described. When these devices are used all members of the group eat the same food at the same place. There is another scheme usable in camp and particularly desirable for campcraft training courses, which permits each member to participate actively in the cooking through the medium of a group, thus greatly enhancing not only the pleasure but the educational benefits to be derived from a meal in the open.

In this plan the large group is split up into autonomous small groups of from six to ten, each with a leader and an assistant. Each group then goes about the getting of the meal as if it were miles away from the others. Preferably, in order to furnish the optimum of diversification, each group should have an entirely different menu and this is easily accomplished up to, say eight to ten groups, which would handle between eighty to one hundred people. But for a number over that, it would be better, probably, to have four or five standard main dishes to be divided among the groups and bring in the diversity by the types of fires, utensils used to cook in, and by giving each group the opportunity to cook some special dish or cook it in some way entirely different from what is being done in any other group. In this way, there piles up a multiplicity of ingenious methods which can be observed by members of

By

Barbara Ellen
Joy

Director,

The Joy Camps



Courtesy, Campfire Girls, Inc.

all the groups as they stroll around in between their own duties of getting the meal and eating it. Each member of each group, therefore, shares vicariously and enthusiastically in the successful, or perhaps unsuccessful, experiences of each other group.

Such an event is not too difficult to manage, but it must be admitted that when one hundred and fifty to three or four hundred are to be handled there has to be a master-mind behind the venture, supported by some half-dozen able and energetic workers, plus one experienced leader for each group and an assistant not unversed in outdoor-cooking lore. As for the "herd," they need not necessarily have been even on a civilized picnic, although such lack of experience is seldom found in camp training courses. In large institutes, however, where counselors come for training in handcrafts, dramatics, water sports, etc., experience in campcraft does not necessarily follow. All hands should be mustered out, however, regardless of specialties. Good fellowship and enthusiastic interest are always evident and a good time is inevitably had by all.

Briefly, the organization is as follows: The person in charge meets with his special assistants and all group leaders and their assistants. Details concerning all phases of the event are carefully gone over, and general directions given, including the way to organize the individual

group so as to divide the duties of fire-building and maintenance, getting supplies, cooking and serving the food, cleaning up and returning equipment and leftover food (hardly a problem). In very large groups where leaders do not have access to standard outdoor-cooking books, it is wise to give each leader a typed sheet containing her menus, plans and recipes. The best way, however, to arrange for the dissemination of information, is to have typed or mimeographed a master plan, with menus and fires, etc., for each group indicated, plus all recipes to be used by all groups, and other pertinent information.

After the menus are decided on, the total food list must be worked out by the master mind and assistants, and a list made of all cooking, individual eating, and other equipment to be needed by all the groups. Responsibility for each of the two major items is given to several of the special assistants. In cases where transportation is necessary from the camp or training-course base to the cook-out site, that responsibility is also assigned, both for the supplies and the people. If a special wood supply (in the rough, not ready-made for tenderfeet) must be brought in, that responsibility is also delegated. Hence, there are always two main committees, *food* and *equipment*, plus such special ones as transportation, wood supply, finances, clean-up, etc.

So now the stage is set. Food and equipment and all supplies and stores are ready and arranged like a store at individual stations. The leaders come early to choose sites for their groups. These sites, by the way, should not be too close together as the smoke from other fires too close by is annoying, and the group feels more like a unit if properly separated from all others. In camps of children or in smaller training camps it is wise to divide the lay members of the group up arbitrarily and post the groupings where it is easily accessible to all just before the event takes place. However, in large and less homogeneous groups where the leaders may not be known to all, there is a very simple way of distributing the crowd. If, for instance, each group is to consist of eight people, the leader, the assistant, and six others, six slips are made for each group with just the group number on the slip. As the "herd" approaches, one person gives to each as they pass by a slip with a group number. The person then enters the arena, so to speak, and seeks his group, which is designated by a tall, split stick with the number of the group prominently displayed. The person giving out the slips should do it in routine fashion, giving out *all* of the slips for each group, starting with number one, before going on to the next. In this way, the groups are made up in order and the leader can start things going right off with no gaps in the ranks. And, also, at any given moment it can be easily ascertained how many guests have come and how many are still en route.

Now the author believes it the best idea to have the "guests" do the work, not just sit around and admire the dexterity and wonderful skill of the group leader. Matters should proceed exactly as they would with a group of campers. And, incidentally, the methods of group organization and of the establishment of an esprit d'corps employed by these group leaders indicate their probable success as camp counselors. The wise leader will have the group sit down comfortably and go over all plans with them, arranging the distribution of duties. While the fire-makers are preparing the fire-site, fuel, and devices, the cooks will have figured out the food requirements and have gone first to get the cooking equipment at that station, thence to the food station with their lists,

taking with them the equipment which will hold the supplies. And so it all works out, and everybody is happy and busy and thrilled, even including the master-mind and his assistants. As indicated, each group eats by itself but guests should be reminded to "circulate" and see what all the other groups are doing. The master-mind, by the way, circulates freely from group to group, keeping an eye on everybody and everything, and giving suggestions and actual help where it is needed.

The equipment necessary to swing such an event is sometimes a problem. Each group must have a sharp knife to prepare the tinder and a proper camp axe or hatchet, in sheath, with head firmly on, and a chopping block of some kind. Use of sharp-edged tools must be very carefully watched and supervised by the group leader, so that there are no casualties. Makeshift kettles can easily be made from clean No. 10 tin-cans (get from dormitory, hotel or restaurant, or the camp kitchen) which have been opened with a can-opener. A 14" piece of galvanized wire put through two opposite nail holes near the rim and firmly fastened, makes the bail. Tin cups and spoons, and paper or cheap tin plates do for individual service, if individual mess kits or a large supply of eating utensils are not available. Wherever possible, menus should stress dishes cooked without utensils.*

Every conceivable, practical method of cookery should be utilized. But in planning, these four things should be always kept in mind:

The TIME element

The cost

Equipment limitation

Experience and capabilities of the group.

And always there should be the practical, sensible approach, for it is only good psychology to make plans which each group can work out successfully, and then go away pleased with themselves and enthusiastic over what they accomplished and over the prospects of further outdoor adventures of their own. It is truly amazing what an eye-opener such a demonstration can be to the uninitiated.

Suggested methods of cooking to be used are: reflector (if necessary makeshift) and

(Continued on Page 36)

*See Barbara Ellen Joy: "Wilderness Cookery"—CAMPING MAGAZINE, June, 1936.

In The Lifetime Of One Man

BY

J. A. VAN DIS

Associate General Sec'y

National Council

Y. M. C. A.



GEORGE G. PECK

THIS WILL introduce George G. Peck as Camper No. 1—of the oldest boys' camp, Camp Dudley, founded in 1885 and now located on Lake Champlain, New York.

Sumner F. Dudley of New York, a young business man and an earnest volunteer worker with boys in the Young Men's Christian Association, conceived the idea of an organized camp for boys, and during the summer of 1885 he selected six Newburgh boys of his acquaintance, of which George G. Peck was the leader, for a week's camping trip. This was the beginning of a boys' camp which later became known as Camp Dudley in honor of the founder who pioneered in camping with boys for eleven seasons before passing on to his reward.

Upon the death of Mr. Dudley in 1897, Mr. Peck, who had been a camper each year from its inception, became the new Camp Director, and may also be the oldest living Camp Director. During the seven seasons of Mr. Peck's directorship, Camp Dudley, then under the auspices of the New Jersey and New York State Committees of the Y.M.C.A., became one of the outstanding camps in the country, and in 1902 the members enrolled reached 226.

In 1903, the New Jersey State Y.M.C.A. organized its own State Camp and Camp Dudley began to function as a New York State

Y.M.C.A. Camp. Mr. Peck, as a volunteer director, was obliged to lay down the burden of directorship as he was no longer able to sacrifice the time from his business that the new plan of eight-weeks camping period demanded. He, however, holds the record of having taken boys to camp each year for the past 52 years.

Mr. H. C. Beckman, present Director of Camp Dudley, became a camper as a boy in 1897, the year Mr. Peck became Director of Camp Dudley. Mr. Beckman, in 1908, was appointed Camp Director and has served continuously in this capacity for the past 30 years.

A few years ago Camp Dudley celebrated its jubilee—50 years of continuous service. Mr. Peck was present on this memorable occasion.

Camping owes much to these pioneers with youth. In the lifetime of one man camping has become one of the greatest educational institutions of our time. The Young Men's Christian Associations through its volunteer and employed leadership, has been instrumental in introducing the camp idea in some thirty-two countries of the world. This contribution to society stands out as one of its great achievements in its work with boys.

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May, 1938

In Behalf of Counselors

Counselors in many camps are overworked. Or, if not that, they do not have sufficient time to themselves. On this point many a director will disagree and considers one of his chief tasks to be that of keeping his counselors moving and working at top speed throughout the day. To the counselor in many camps, however, the problem is somehow to get a few minutes now and then to sit down for an uninterrupted breathing spell.

Filled with an overdose of pre-camp training that often leaves him with a feeling of personal inadequacy, and an over-anxiety to succeed, the counselor approaches his task. He teaches some skill and he teaches it all morning and all afternoon. If it is a scheduled camp the management usually sees to it that he has *no vacant periods*. When can he do as he pleases? He is in contact with and responsible for children twenty-four hours of the day.

Being in constant contact with children is nerve wracking, and no one can do it all day long and keep cheerful and efficient. But if the counselor sits down for ten or fifteen minutes after breakfast (which is the normal thing to do) rather than rushing posthaste to cabin clean-up, the management in many camps either jogs him up or feels "disappointed" over his lack of true spirit. If he finds it necessary

to drop into the counselors' room during the course of the day for a few minutes to himself, it is often with a fear that he will be accused of neglecting his work, with the result that breathing spells all too often must be bootlegged in the woods. Or, if in a free moment he relaxes with a set of tennis his duties may be increased since obviously he has time on his hands that can well be utilized.

The question is not one of days off or evenings off—most camps offer adequate relief in this respect—but of freedom during the working day to live normally and at times leisurely.

The result of all this is appearing in studies which indicate that counselors seem tired and depressed much of the time. Counselors who look forward to the camp season as the most glorious period of the year often find themselves weary of the whole thing before the season is half over and are looking forward to the end. But, to some executives, it seems to make no difference how the counselors feel, since they are being paid cold cash for their labor!

As a matter of fact it makes all the difference in the world how the counselors feel about it since the camp lives on morale and spirit, and an enthusiastic staff is the hub of the situation. They cannot be herded as laborers in a factory and hounded constantly if zestful, dynamic *leadership* is desired from them.

The paradox of the situation is that counselors are inclined to welcome the intense life and to give their all in those camps where morale is high and no obvious pressure is exerted to grind the last ounce from them, whereas they are inclined to soldier when high-pressure is applied. Isn't there an obvious inconsistency in a camp that employs democracy and opposes regimentation for its campers, yet regiments its counselors? The two systems just don't hang together in the same setting. If the principles of progressive education are good for the campers they are good for the counselors. If plans are made jointly at staff meetings and the counselors think in terms of "our camp" rather than "his camp," and the director in terms of "our camp" rather than "my camp," such unhappy situations as the above are not apt to happen.

Let's give counselors freedom to live and thus make possible the will to lead. As directors, let's not demand a type of existence from them that we would not accept as healthy for ourselves.

Re: Equipment and Supplies

About Camp Awards and Emblems

While the pride of achievement and the satisfactions inherent in accomplishments are always given the highest values by hosts of camp directors and counselors who mold character and physique in summer camps, visible symbols in the shape of awards, however inexpensive, still serve as one of the numerous incentives for achievement and perhaps always will.

Modern summer camp psychology which stresses competition within the boy and girl camper has struck the right note. Let's foster that attitude by all means. We must, however, recognize the fact that competition with one's self can only be a product of competition with our fellows and that the technique of competition with one's self (for this does involve technique) can only be learned from competition with others. By all means arrange group competition in a manner which will give every boy or girl a chance. Children who are equipped by nature and advantages of environment to win should be required to compete with those who are nearest their equals. Indeed they should be taught the sportsmanliness of allowing themselves to be handicapped where they are outstanding in contests. Children on the other extreme should also be given a chance to feel the thrill of accomplishment by competing with those who are in their class. Give boys and girls a chance to win out in competition with others and they will strive all the more eagerly to win where competition is directed inwardly.

It is not at all necessary to offer costly prizes or trophies for camp achievements. Johnny Jones does not look at an award from the standpoint of its physical worth. He covets it because to him it symbolizes achievement. He may desire it because Tom Green to whom he looks up with respect won one last year but that does not alter its status. For to him the badge worn by Tom Green is a living symbol of achievement.

The badge may be of the silk screen variety or it may be of the more costly embroidered style. Its finish, however, is not as important as its colorfulness. It should be in camp colors and it should be of a size to make it conspicuous on the breast of a garment. The manner in which it is designed is also important. An award which cannot be worn on a garment is not apt to be desired nearly as eagerly as an award which can be worn.

In the matter of camp awards, camp identification emblems and insignia, the Artcraft Novelty Company of Grand Rapids, Michigan, have been specialists for seventeen years. The secret of their success in gaining an ever-widening circle of friendships among camp directors is an art department

which has a knack of designing unique and well-balanced designs for emblems and insignia of all types. If your camp name is at all suggestive, and what camp name is not, a worthy camp emblem can be produced by this firm's artists from the suggestion which your camp brings forth. This service is available to camp directors everywhere without charge. *W. J. Dresslar, Artcraft Novelty Co., Grand Rapids, Michigan.*

Blodgett Ovens

There's nothing like a good table to fill a summer camp! Everyone enjoys fragrant breads and rolls, hot from the oven tasty cookies and cakes; delicious, crisp-crustured pies.

For summer camps, besides pleasing the boys and girls, home baked products made under careful supervision provide food that directors and parents know is healthful.

Blodgett Ovens are built exclusively to bake, and do better work than any range can do. They sear roasts, and bake beans to perfection! All kinds of muffins, cornbreads, rolls and pastries come out crispy brown and perfect.

Often the addition of an oven in a hotel or camp kitchen will improve all the foods served. The range is not over-crowded, and the chef can do full justice to everything. Blodgett Ovens have 2-inch insulation so that they keep the kitchen cool—an important feature for summer use.

Our wood and coal ovens have been famous for three generations, and because of their quality, economy, and rugged construction are ideal for country hotels and camps. Another important point for those located in the country—repair parts are always quickly obtainable from our complete stock in Burlington. The G. S. Blodgett Co., Inc., 53-59 Maple Street, Burlington, Vermont.



Mc GUIRE'S LYF-BOY



O-RING-O

O-Ring-O is a new contest somewhat resembling Quoits or Horseshoe Pitching, but so designed as to provide more interest for the average player than these traditional contests. It offers excellent possibilities as a fill-in activity for odd moments in a summer camp, based as it is on the ever-popular objective of throwing an object at a target. The event is useable either indoors or out, and since there is no stationary equipment, can be quickly shifted inside in bad weather.

Like Quoits, the activity consists of throwing a ring over a peg. There is only one peg, however, this being inserted in a movable metal base. The throwing-line is much closer than in Quoits: 12 feet for men, 10 feet for women, and 8 feet for children. The rings are of rubber. To score the ring must circle the peg, no credit being given for dropping the ring near or against the peg. The contest is for 15 points, and consists of innings, an inning consisting of four throws in succession by each contestant.

The standard set of one peg and base, and four rings cost \$3.00, with additional rings costing 50c. There are also professional sets at \$5.50 consisting of two pegs and eight rings. The supplies are obtainable from O-Ring-O, Inc., 184 Howard Street, Newark, New Jersey.



NEW CAMP LIGHT

A New Yard Light For Camps

In response to the increasing call for outdoor lighting equipment among homes, farms, camps, etc., this new Yard Light has been designed to combine simplicity with economy. It is for use around building entrances, private garages, stairways, gates, pumps, and other outdoor locations where a better quality illumination is desired. Carried on a sturdy 24-inch galvanized conduit arm, the cadmium plated hood and porcelain enameled reflector comprise a fixture that is both weather-proof and permanent. The reflector is of the shallow dome Seprable type, which means that it may be removed easily for cleaning, without the use of tools, or without disturbing the wiring. To attach or detach requires only a slight upward pressure and a quarter turn. The spring-cushioned socket is also removable without tools. The fixture is furnished complete with wire and lag screws for attaching the flange to the wall or other support.

Because of its simplicity and moderate price, the new Yard Light enjoys a wide acceptance wherever electrical current is available. For retail distribution, fixtures are packed two to a fitted carton.

It is manufactured by the Goodrich Electric Company, 2900 No. Oakley Ave., Chicago, Illinois.

Prompt Shipping Service for Archery Equipment

The Indianhead Archery and Manufacturing Company specializes in raw materials. Prompt shipping service maintained 24 hours a day during camp season. When in a rush wire us. We make our own lemonwood staves from Cuban logs. Generous size chunks with bark edge sent free with orders on request or for 25c to cover cost of transportation. We also make good bows and arrows. Satisfaction guaranteed at all times. INDIAN-HEAD ARCHERY & MFG. COMPANY; Box 303, Lima, Ohio.

Model Building Kits—

Here's the way to keep your campers active and busy on rainy days—and help your canteen show a profit.

Ideal Aeroplane & Supply Company of 20-24 West 19th Street, New York, N. Y., offers you complete model building kits which can be quickly and easily constructed by your campers.

Every camper will respond to the opportunity of buying these inexpensive model kits in your camp shop, and building them on rainy days, or in leisure moments.

They are inexpensive and priced so that you can make a profit on them.

A Unique Invention

McGuire's LYF-BOY is a new and unique invention which, if worn by a swimmer at all times and used when danger arises, makes drowning a practical impossibility.



Lyf-Boy, the invention of Clarence V. McGuire, is the feather-weight of life preservers; amazingly compact, less than ten inches long and so simple a small child can use it.

Inflated by merely squeezing, Lyf-Boy lifts the average swimmer or fully clothed person to the surface from deep water in a few seconds and sustains him many hours.

Retail Price, each, \$1.95—a small sum to pay for protecting life.

Lyf-Boy Corporation, 3275 Penobscot Building, Detroit, Michigan.

AS SHOWN IN THE NEWSREELS

McGuire's Lyf-Boy, the most talked-about, most publicized, most photographed invention in a decade is now ready.

This device lifts a load of worry from the camp director's mind—extremely useful as a precaution against drowning in all water activities.

The inventor, Clarence V. McGuire of Grosse Pointe, Michigan, almost lost his life in the waters of Lake Huron two years ago, when having dived off a motor boat he suddenly found a ten-year-old boy locked tightly on his back, choking him and pulling him under. Mr. McGuire's two daughters who luckily were on a raft some distance away reached him in time to save his life.

After this experience, he realized the need for a small life preserver sufficiently compact and stream-lined that it could be worn at all times during water sports or life-saving work without impeding the wearer's freedom of movement and he began laboratory work last year on such a device; his experiments resulted in the invention LYF-BOY.

It is amazingly light in weight (under six ounces) and compact (less than ten inches long) yet, after inflation will sustain the average person in water over sixteen hours.

It is so simple and easy to operate that a child can use it; inflated by merely squeezing the larger end of the container, thus combining harmless gas-producing chemicals.

Inflation is instantaneous and a swimmer is brought to the surface from deep water in about five or six seconds with nose and mouth upward.

LYF-BOY is produced from the toughest and most pliable rubber known, being tested to an

elasticity of 700%. This means that it actually could be inflated to some seven or eight feet in length without rupturing the rubber envelope—a tremendous factor of safety.

LYF-BOY has many important uses. In water sports it can be worn by persons of all ages and in no way hinders the wearer whether swimming, diving, playing beach games or boating.

For canoeists—and canoeing is always accompanied by danger—it removes practically all of the hazards; if a canoe is accidentally overturned or is upset by a sudden squall, each of the canoeists, by inflating LYF-BOY, can remain afloat many hours. The same applies to rowboats and other small craft, and it especially applies to sailboats. Sailing, one of the most hazardous sports known, is now made a safe pastime by means of McGuire's invention.

In boys' and girls' camps LYF-BOY is indispensable. Camp owners and camp directors have been quick to recognize its great advantages. The nightmare of camp direction is the fear that some boy or girl, in spite of every precaution that can be taken, will be drowned. This new life belt, therefore, lifts a tremendous load of worry from the camp director's mind. In canoeing, sailing or boating, the camp director can place a LYF-BOY on each boy or girl after instructing how to use it in an emergency.

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BRASS PILE or BULLET TIPS \$1.45 per 100.

FEATHERS—No. 1 barred pointers \$1.00 per C—colors \$1.35, whites \$1.75—No. 2 feathers barred 60c C; colors 85c C.

GOOD SPRUCE ARROWS only \$2.25 doz. Best grade lemonwood

FLAT TYPE BOWS—Only \$8.50 each.

Suitable charge accounts invited—folder free.

INDIANHEAD ARCHERY & MFG. CO.—Box 303—LIMA, OHIO

Coasting Cruising

(Continued from Page 9)

ing "at home" in the water.

2. A seaworthy schooner of at least sixty-five feet is most satisfactory. A complete inspection by the United States Marine Inspection Bureau to assure compliance with the government regulations is advisable. Similar cruises are satisfactorily run on motor cruisers. These cruises necessarily emphasize more land trips and nature study, and eliminate the sailing techniques, as ordinarily each night is spent in a harbor.

3. Small-boat cruising on lakes includes many adventurous outings. Knowledge of camping techniques is a prerequisite. Plans must be made for setting up shore camps each night. These cruises are generally confined to eight or ten campers and three or four adults, depending upon the type of boats and the hazards of the particular lake to be cruised.

4. "What do you do with a storm at sea?" I am often asked. If warnings are out, we stay in port or make for port; if not, we ride the storm, and every crew that has ridden a storm has felt that a special favor has been granted it. I know of no greater thrill than to have the waves dashing the decks, and the spray beating against the face, and to feel the tug of the wheel as the ship rolls. To feel secure and know that the boat is made "to take it" and that the crew is having an experience of a lifetime, is indeed satisfying. All boats should have a skeleton crew of able seamen prepared to take her over when necessary. A captain, a mate, an engineer, and a cook (who is also a seaman) have been found ample crew to have aboard a schooner. Galley duty is not advisable for groups unaccustomed to cruising. A

real cook adds a great deal to the success of cruises with inexperienced crew. There are many other activities at sea more valuable to the crew than cooking.

5. What do you do when members of the crew get seasick? We let them get sick, keep them on deck, relieve them of duty if necessary, but try to keep them going if possible. It doesn't last long and they soon forget it.

Cruises are more valuable to each crew member if some time can be spent in camp preparing for the cruise. Preparation may include: organizing into watches; learning the parts of the boat, the ship's nomenclature, the positions of the sails, sheets, and halyards on the ship; practice in rowing and small-boat sailing; a study of the course with the interesting history of each port to be visited; and a certain amount of the navigation, such as charting, compass, rules of the road, and the duties of each trick.

Sailor crafts may be taught, including the use of the palm (in making sea bags). Histories of ships that have sailed the same waters in early maritime days may be dramatized, and shanties, yarns, and sea poems may be learned. A respect for the power of the sea and marine safety should be a part of the preliminary study.

The satisfactions that come from being master of the elements while piloting a craft at sea, and the joys of complete isolation on the waters are experiences that leave an indelible imprint on the lives of all sailors. Sturdier bodies, broader horizons, and keener appreciation of the vastness and beauty of the world result from experience on seagoing craft.

The Girl Scout Mariners have conducted cruises for girls from fifteen to eighteen years of age for four seasons. These have been from one week to ten days in duration, and have run along the coasts of New England, of Lake Michigan, and of Chesapeake Bay. Satisfactory arrangements have been made by chartering seaworthy schooners through reliable brokers, who assist in checking the insurance and reliability of the captain and crew and the seaworthiness of the boats. Motor cruisers have also been chartered. A cruise from the Jersey coast through the inland waterways to Canada was a most enjoyable two-week venture last season.

Charting the Course of a Girl Scout Mariner Ship (Girl Scouts, Inc., 50 cents) and the *Sea Scout Manual* (Boy Scouts of America, 60 cents) are excellent reference books for building a nautical program.

Water Conservation

(Continued from Page 11)

be shallow waters. The bays may be capable of producing wild rice, wild celery, pond weed, and duck potato. These water plants are wild duck food of high order. Wild ducks belong to the people. They belong to you and to your campers. More than that—they are an international possession. We have an international agreement with Canada and Mexico that these birds may migrate to their breeding grounds with safety. You may have heard of "Duck Disease" or Botulism which threatens to exterminate them. There has been considerable in the papers about that. You may have even heard that wild water fowl do not have sanctuary—there are those who would shoot the last remnants. What have you done about it?

Two years ago I took fifty leaders to a certain Wisconsin Boy Scout Camp for a week end. We couldn't sleep Sunday morning because there were so many "volleys" from the duck hunters. That afternoon it wasn't safe to take the group on a field trip because of the rabbit hunters. And no one dared do anything about it because the hunters could "get even" by setting a fire and then everyone would lose. Is your camp in this predicament?

In another Wisconsin camp the boys and girls are shown the beaver. In the winter they were taken across the beaver dam and they were shown how the muskrat provides for ventilation. They followed mink tracks and saw where he fished through the ice. In the fall they helped the fish hatchery release trout. They transplanted wild celery to six feet of water for the mallards and beach ducks. They put up nail kegs and hollow logs as nesting boxes for the wood duck. They gathered wild rice seed in canoes and planted it in the muddy bottom of a slow stream. They went exploring for duck potatoes. They cooperated with the State Conservation Department. Their's is a game sanctuary and their profits will be in terms of health days for fishing, perhaps so many shares in watching parent teals or the golden eye diving for food or listening to the loon. They will harvest what their camp leaders provide. Fifty such programs will make a big difference to the state of Wisconsin. Wisconsin pays \$50,000 a year to advertise its forests, lakes, fish, and water fowl. It also pays big money to educate its children in conservation. The investment is paying big dividends.

Here's the way

to keep your campers active and busy on rainy days—and help your canteen show a profit.

Ideal Aeroplane & Supply Company of 20-24 West 19th Street, New York, N. Y., offers you complete model building kits which can be quickly and easily constructed by your campers.

Every camper will respond to the opportunity of buying these inexpensive model kits in your camp shop, and building them on rainy days, or in leisure moments.

They are inexpensive and priced so that you can make a profit on them.

CAMPS AND THEIR MODERN ADMINISTRATION

HAZEL K. ALLEN

- Revised in the spring of 1938, "Camps and Their Modern Administration" offers practical suggestions on business details and procedure essential to successful camp management.

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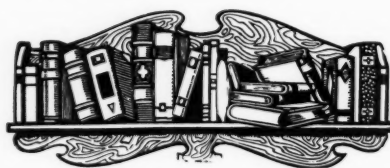
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Book



Corner

They Dared to Live

By Robert M. Bartlett (New York: Association Press, 1937) 135 pages, cloth, \$1.25.

Thirty-five short, dramatic, inspiring sketches of great figures from all over the world and from all fields of endeavor, go to make this book of unusual interest to all who work with youth. Here are challenging episodes from the lives of men and women who have dared to live dangerously, who have blazed new trails, and have conquered forbidding obstacles—men and women who have made life a glorious adventure. This is a book of present-day figures and goes to prove that “the giants are not all dead.”

All who are called upon to talk to young people will find in these two covers heroes aplenty and many a thrilling, true episode for illustration. The little book is mighty good reading for adolescents, too.—B.S.M.

Nature Guide: Compiled for Campers in Harriman Park.

By Agnes K. Saunders, Editor (141 Worth Street, New York: Palisades Interstate Park, 1937) 158 pages, cloth, \$1.50.

This elementary manual of fundamental nature facts will be exceedingly useful to campers and nature enthusiasts in and around Harriman Park, and for that matter throughout Northeastern United States since most of the species treated are common to that area. This is not story-book treatment, but a guide to identification of nature phenomena in the plant and animal kingdoms, beginning with the fungi and ending with the mammals. One is impressed with its completeness in respect to the major species, yet with its brevity, for its pages are not cluttered up with information about plants and animals that do not occur in the region.—B.S.M.

Index to Handicrafts, Modelmaking, and Workshop Projects

By Eleanor C. Lovell and Ruth M. Hall (Boston: F. W. Faxon Co., 1936) 476 pages.

A remarkably complete bibliography and index to all published material on all types of crafts. The scope of the handicrafts as indicated in this volume is a revelation. The references are all listed according to subject matter, so that in a few seconds one can turn to the sources of material on any project that can be made with the hands.

This is an unusually valuable book for anyone dealing with program materials for camps, clubs, schools, etc.—B.S.M.

The Camp Counselor's Manual

By John A. Ledlie and Francis W. Holbein (Newark: State Committee, Y.M.C.A., 1938), 63 pages, paper. 50 cents.

If the information within the covers of this little manual of principle and practice could be gotten to every counselor this summer, many and many a headache would be saved—camper headaches, counselor headaches, and director headaches. The book is based on sound, modern principles, is carefully organized, and thoughtfully arranged so as to produce a practical basis for discussion in daily staff meetings. It analyzes the counselor's job, describes the most frequently encountered types of campers, and gives practical information on everyday problems and basic procedures. It is written by the directors of Camp Wawayanda, New Jersey State Y.M.C.A. Camp. There is a limited but helpful bibliography.

This is altogether a good booklet.

Problems in Social Group Work

By Walter L. Stone, Editor (Nashville Informal Education Service, 1928) 91 pages, paper.

This workbook is designed for students of social work, recreation, and informal education. Fourteen specialists in addition to the editor have contributed chapters. Each discussion unit is about two pages long, and contains exercises and problems, and a very brief bibliography. There is a selected general bibliography.

Weather Handbook

By Lou Williams (New York: Girl Scouts, Inc., 1937) 35 pages, paper, illustrated. 25c.

As delightful and useful a little handbook as one could hope to find on a subject of ever-present interest and concern to campers and outdoor travelers. All the methods of foretelling the weather are interestingly set forth—clouds, wind, barometers, temperature, proverbs, etc. This information is not only fascinating but valuable. Prophesying the weather has become a happy pastime in many camps and surely this manual would make the task easier, more intriguing, and more certain of success. In contrast to most treatments of the subject, this book is simple, direct, and understandable.—B.S.M.

Boston Study

Summary Report of a Study of Summer Camps Conducted by Boston Social Agencies and Other Organizations (Boston: Bureau of Research and Studies, Boston Council of Social Agencies, 1938). 15 pages, 15 cents.

OFFICIAL CHAT

Herbert H. Twining, Executive Director of the ACA, attended the Camp Institute at George Williams College recently. From there Mr. Twining went to Washington for the annual meeting of the American Council on Education.

Frank H. Cheley of Denver has accepted the appointment to the Editorial Board of *The Camping Magazine* extended him by Hazel K. Allen, President.

Ross Allen has just returned from Atlanta, Georgia, where he spent several days in attendance at the National Convention of the American Association for Health, Physical Education and Recreation. He will go to St. Louis May 5 to lay the ground work for the 1939 convention to be held in that city next March.

"Daddy" Wones of Milwaukee, Treasurer of the ACA, spent a day recently at the central office in Ann Arbor. His visit was the occasion of an informal get-together including Dr. Wilson and Paul B. Samson of the Board of Directors, together with Mr. Twining.

Graduate and Undergraduate Study in an Actual Camp Situation

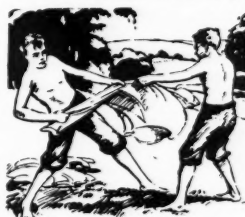
The University of Michigan Summer Session is offering two special courses, one in Education and one in Sociology, at the University of Michigan Fresh Air Camp for boys during the summer of 1938.

A limited number of qualified male students will be given this opportunity for study and experience in an educationally sound and sociologically significant camping situation. Men majoring in education, sociology, public health, and allied fields will be given preference. Previous camping experience, teaching, and group-work experience will also be selective factors. Junior standing in an approved college will be a minimum scholastic requirement. Graduate students will receive preference in selection of the forty candidates for the courses. The Camp will run for nine weeks, June 20-August 21.

Tuition and living expenses, including board and sleeping accommodations, will be provided by the Camp in return for the services of the student as a counselor. Free medical service will be provided.

Applications and further information may be secured from the Director of the Summer Session, University of Michigan, Ann Arbor, Michigan.

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CASH'S WOVEN NAMES

Camps should require the marking of all personal clothing, linen, bedding, etc., with the owner's name. This is a protection for camps and campers alike—prevents disputes, losses and identifies both wearer and wearables.

For years schools and camps have used and recommended CASH'S WOVEN NAME TAPES for marking because Cash's Names are neat, permanent, safe, economical and known everywhere. Far superior to ink or other marking methods. Wide choice of styles and colors. The genuine have "Cash's" woven in the cutting space. Orders shipped from mill 4 days after mill receives them.

Your campers ought to use CASH'S WOVEN NAMES this year—and to help you enforce your requirements, we will send FREE order blanks, wardrobe lists, etc., to your patrons on request. Write for further information.

Trial Offer: Send 15c for 1 dozen of your own first name and sample tube of NO-SO Cement.

Prices:			
3 doz.....\$1.50	9 doz.....\$2.50	No-So	} 25c a Tube
6 doz.....\$2.00	12 doz.....\$3.00	Cement	

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CAMP EXECUTIVES

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Rings, pins, bracelets and other articles made in camp have a personal appeal for campers.

Good service in supplying camps is of utmost importance. No order or request too small to receive our prompt and careful attention.

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The Camping Magazine

Ann Arbor, Mich.

Seen and Heard

Studies and Research Report Available

Copies of the report of the Studies and Research Committee for the period ending December 31, 1937, were distributed to the members of the American Camping Association in attendance at the convention in New York City. Copies are being sent to members who did not attend.

If you do not receive a copy of this report within the next three weeks and you wish one, kindly drop a card to American Camping Association, 330 South State Street, Ann Arbor, Michigan, notifying us of your desire.

Large Camp Conference in California

A large and enthusiastic group of camp leaders from the Pacific area gathered at Asilomar, California, March 17 to 30, for the fourteenth annual of the Pacific Camping Association. The theme of the conference was "Putting Camp Standards into Practice." The highlights of the program were lectures by Ernest G. Osborne, of Columbia University, and by Roy Sorenson. The convention took the form of a work conference with a view to determining means of putting into practice the standards worked out at last year's conference.

Michigan Association Meets

Lester F. Scott, National Camp Fire Girl Executive, was the dinner speaker at the Grand Rapids meeting of the Michigan Camping Association on April 9th. Barbara Ellen Joy and Frank DuMond, Curator of the Grand Rapids Museum, were among the guest speakers at the all-day conference.

Camp Standards Established in Pacific Section

The Pacific Camping Association has recently adopted and published in mimeographed form four sets of standards applying to organized camping. These cover (1) Standards in Administration, (2) Standards and Principles in Individual Guidance, (3) Standards in Staff Personnel, (4) Standards in Supervision.

Parents Address New York Section

At the annual meeting of the New York Section held on April 27, at the Y.W.C.A., Dr. LeRoy E. Bowman and Mrs. Louis M. Hacker spoke on the subject "What the Parent Expects of a Camp." This Section appointed Colba Gucker as their representative to the State Department of Health's Committee on Cooperation between Pediatricians and Camps to improve pediatric service in camps.

New Officers for Pacific Camping Association

John C. Neubauer was elected President of the Pacific Association at the recent conference of this section of the A.C.A. Mr. Neubauer is Managing Director of the San Francisco Boys' Clubs. Other officers are: Vice President, Harold L. Wagner, Y.M.C.A., Los Angeles; Secretary and Treasurer, Stewart Kelso, Salvation Army, San Jose, California. The chairman of next year's conference is to be John R. Titsworth, assisted by Andrew R. Groenink. Mr. Titsworth was also elected as a member of the Board of Directors of the A.C.A.

St. Louis Section Elects Officers

At the April meeting of the St. Louis Camping Association the following officers were elected: President, L. W. Lyon; Vice President, Ruth Sampson; Secretary and Treasurer, Charlotte Lowther; members-at-large, Mabel Butler and Dr. E. A. Marquard.

The annual camp conference of the St. Louis section was held in March with Abbie Graham as the guest speaker. Other featured speakers were Dr. T. F. Lentz and Mabel Butler.

Philadelphia Institute

May 14th and 15th have been set aside by the Pennsylvania Section of the A.C.A. for a Camping Institute which will take place in Philadelphia. Dr. Everett Duvall is Chairman of the Committee.

Recent meetings of the Pennsylvania Section have been featured by a series of lectures by Charles B. Frasher on "Camp Counselors."

Hendry Accepts Position with Boys' Clubs of America

Charles E. Hendry, Professor of Sociology at George Williams College, and Coordinator of Studies and Research for the American Camping Association, has recently accepted a position at the national headquarters of the Boys' Clubs of America in New York City. At present, Mr. Hendry is on leave of absence from George Williams College during the spring quarter and his resignation from the college will become effective at the end of the current academic year.

Mr. Hendry has been retained by the American Camping Association on an arrangement that will permit him to give a small block of his time to serve in an advisory capacity in connection with the A.C.A. Studies and Research Program.

All mail relating to Mr. Hendry's work in connection with the A.C.A. should be mailed to the

WANTED: Camp site in Wisconsin, Michigan or Minnesota. Prefer rental with option of buying. Suitable for girls' camp. Address The Camping Magazine, Box 1047, 330 South State St., Ann Arbor, Michigan.

American Camping Association, 330 South State St., Ann Arbor, Michigan.

Trained Leadership

(Continued from Page 10)

The greater part of the above deals with specialized training in the field of aquatics. Other things enter into the picture for those who would be successful in the whole camp organization. During the last three years we have been making a study of the reactions camp directors have had toward the work of waterfront counselors. Many reports have been very satisfying and all have helped to point out possibilities for more thorough preparation.

The following two points have been mentioned as phases in which improvement may be made: first, that counselors take a greater part in activities outside of their specialty, and secondly, that they plan and organize their waterfront work more completely as to the responsibilities of their assistants and the richness of their program.

The first problem may be adjusted by giving each new counselor a better understanding of the responsibilities entailed as a member of the camp family and where desirable by arranging a lighter teaching program permitting a counselor to take part in other camp activities. The second point will require training and experience in planning and organizing work. If assistant counselors have a share in the planning of the whole program they may observe the problems that arise and anticipate possible delays in completing work.

Many of the women who attend the Aquatic School courses have difficulty getting placed because they are only twenty years of age and have not had experience. We feel that a large majority of girls at this age are able to do good work in the capacity of assistant waterfront counselors if given a chance. Without experience in teaching they are not capable of being in full charge but given two or more years' ex-

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perience a girl should be ready to direct a well-rounded waterfront program.

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Another problem which frequently arises between the camp director and the counselor is the question of the privileges of visitors on the waterfront. It is well to have the routine to be followed well established when camp starts so that the organization may function harmoniously from the very start.

We are fortunate in the Life Saving Service in being able to observe nearly all the sides of most of the questions which arise as we train counselors, place them and later carry on a follow-up. Our prime interest is the development of as fine an aquatic program in all camps as it is possible to have and we are extremely grateful for the fine cooperation we receive from camp directors.

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Meteor Counting

(Continued from Page 13)

seeing it calls out his letter. The meteors seen are numbered consecutively, and after each number, the recorder writes the letters of all observers seeing that meteor. Thus, for each meteor seen, the observers are identified. The watch time should be entered every fifteen minutes.

To estimate the angular height of the center of the field of observation it is suggested that observers hold the hand at arm's length, with fingers spread. The angle subtended at the eye from tip of thumb to tip of little finger is between 20 and 22½ degrees. Each observer should check the height at which he is supposed to watch."

Dr. Wylie suggests the following arrangements for groups of different sizes:

Two to Six.—For groups up to six arrange the observers in a circle and watch at a height of about 35 degrees.

Eight.—Use an outer circle of six watching at 35 degrees, with two observers watching at altitude 75 degrees and on opposite sides of the zenith.

Ten.—Use eight observers in the outer circle watching at an altitude of about 28 degrees, and two observers watching at an altitude of 75 degrees on opposite sides of the zenith.

Twelve.—Use again the same outer circle as for ten, with an inner circle of four observers watching at altitude 70 degrees.

Fourteen.—Use an outer circle of ten observers watching at altitude 25 degrees, and an inner circle of four observers watching at altitude 70 degrees.

Sixteen.—Use an outer circle of 12 observers watching at an altitude of 25 degrees, and an inner circle of four observers watching at an altitude of 70 degrees. Or use an outer circle of ten observers watching at altitude 20 degrees, an inner circle of five observers watching at altitude 55 degrees, and a single observer lying on his back to watch the region of the zenith.

Twenty.—Use an outer circle of twelve observers watching at an altitude of 20 degrees, an inner circle of 6 observers watching at an altitude of 55 degrees, and two observers in the center watching at an altitude of 75 degrees.

Twenty-four. Use an outer circle of twelve watching at an altitude of 20 degrees, a second circle of

eight observers watching at an altitude of 50 degrees, and a third circle of four observers watching at an altitude of 75 degrees.

Your report of the observations should contain a list of the meteors seen, numbered consecutively, and after each number the letters of all observers seeing that meteor. The time, as noted at fifteen-minute intervals, and a diagram of the group, showing the north point, should be included. This report should be sent to Dr. C. C. Wylie, Department of Astronomy, University of Iowa, Iowa City, Iowa.

We have found that the most convenient way of carrying out such a meteor count in camp is to ascertain, as nearly as possible, the day before the meteor counting, how many campers expect to participate. Next, knowing this, decide how many hours you wish to observe, and how many you wish to have in each shift of observers. For example, if you wished to observe from two until four o'clock in the morning, and had 48 campers who wished to take part, you could have four half-hour shifts of 12 observers each, or two one-hour shifts of 24 observers each. Let us say that you have chosen the first arrangement. You plan to observe from a large open field somewhere on your campsite. At the farther end of the field mark out four rows of 12 places each where the observers may place their blanket rolls. Before campfire time it is well to have the observers bring their blanket rolls to the field and set them in these rows as they choose. After their campfires are over, those who wish to observe come to the field and crawl into their blanket rolls.

When it comes time for the first group to observe, we simply wake up the first row of sleeping campers. Since August nights are often chilly, it is fun to have a blazing fire around which they may gather for a moment, sip the hot cocoa which has been cooking there and perhaps munch graham crackers. This fire must be some distance from the observing circle, and shielded by trees, tents, or buildings, so that the light does not interfere. After having their cocoa, these campers making up the first shift are brought to the observing circle where twelve places are marked as per Dr. Wylie's schedule. Here are twelve blankets in which they may wrap up. Two counselors acting as recorders wait, pencils and notebooks in hand. It is time to begin. A meteor streaks across the sky. . . .

sky, but soon to drop off to sleep—from which they wake early the next morning eager to know how the other groups fared and how many meteors were seen.

They will also be anxious to know some of the hows and whys of meteors. Most of us know something about comets, which appear in the heavens occasionally as rather dim star-like objects with tails of dimmer light, traveling around the sun in very long courses and at incredible speeds. They shine partly by reflected sunlight, and partly by their own light. Most astronomers believe that many meteors are the wreckage of comets which have been torn apart by mighty gravitational forces of the sun and the larger planets. When one of the resulting meteoric fragments comes too near a body like the earth, it is trapped by earth's gravity and comes hurtling out of space. The Andromedids are fragments of Biela's comet, which was actually seen to go to pieces, and the Leonids were once part of Tempel's comet. When the incoming meteor reaches the earth's atmosphere friction ensues and the meteor appears to shine. The shining of a meteor is like the sparks flying from an iron held against an emery wheel. At the enormous speed the air strips molecules, heated white-hot into sparks, off the meteor. Most shooting stars are consumed before they are hot enough to shine directly. Those which last long enough to have the surface heated to the point of incandescence brighten greatly at that point. In the course of your observations you will no doubt see many brighten in that way. According to Dr. Willard J. Fisher of Harvard University, the light phenomena of shooting stars appears at a height of about 70 miles above the earth, vanishes at 51 miles above the earth, and the meteors travel at about 25 miles per second.

Some of the brightest and largest meteors come as low as five or ten miles above the earth's surface before bursting, disintegrating, and disappearing. Fragments from such may fall to the surface of the earth as dark stones or pieces of iron, called meteorites, meaning "meteoric stone." The millions of smaller projectiles, the shooting stars, which enter our atmosphere from space are burned to ashes many miles above the earth. Probably all meteors smaller than nine or ten pounds are completely consumed. Meteorites are usually stone, made up of chemical elements well known on

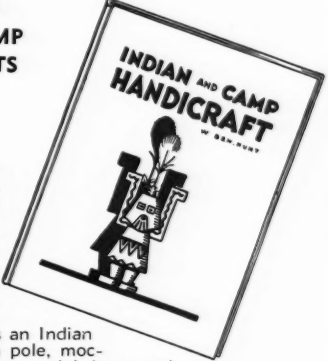
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earth, but combined in peculiar mineral forms. A few are largely or wholly made of iron, the iron always combined with nickel. They show a network of crossing lines which is unlike that which iron smelted on earth shows. Meteorites are quite rare, and you seldom see them outside of museums. There are many examples at the American Museum of Natural History in New York City, and the Field Museum in Chicago houses the world's greatest collection. You will notice that they are commonly covered with a crust like a thin layer of varnish, as if the outside had melted so suddenly that the heat had not gone far in, which is indeed the case. Dr. Wylie has calculated that about 11,000 meteorites fall on the earth each year, but relatively few are recovered. He has figured that at the present rate of fall, the meteoric increment is less than an inch in the estimated age of the earth.

An interesting book on meteors and meteorites is *Our Stone-Pelted Planet*, by H. H. Nininger, published by Houghton-Mifflin in 1933.

Camp Program

(Continued from Page 7)

boys bring their own guns all of which are locked in a steel cupboard by the Rifle Instructor.

10.—Every camper becomes expert at the Diamond Hitch, at open fire cooking, at carrying a pack bag and at wilderness camping which develops self-reliance and initiative and stamina, as well as a good in-camp camper where necessary basic routines are practiced the same as in any good camp.

11.—Every camper learns from experience how to get acceptable results with "tools" peculiarly our own in the West—the ax, the saw, the rope, the pocket knife, the fry pan, the bed roll.

12.—We are every inch a ranch camp with all that is desirable saved and appropriated, and all that is undesirable or useless to the modern youth crowded out by substitution.

We are *not* conducting a Catalina or a Northwoods Water Camp. We are not busy half the day building sailboats nor playing baseball or tennis—these are all incidental for the personally interested individual. All have full status and are given full appreciation but they are not the "Big Idea" with us.

We *are* eating, sleeping, arguing horses. We *are* packing and trailing and climbing mountains—while we swim a little, and play ball a little and put on a few good stunts for fun, and enjoy evenings of music with a few dramatic stunts, but essentially, day in and day out, we *are making the very most of our peculiar strength*, and our campers love it just that way.

AND HAVING ACHIEVED AN INDIVIDUALITY QUITE OUR OWN

We come back with all sincerity over our whole set-up with the yardstick of true educational and character-building values to see *if*, in spite of our distinctive individuality, we can qualify as a genuine piece of acceptable progressive education, having quite completely departed from the mill-run of "just another camp."

So we ask ourselves earnestly (and honestly) just how is youth educated and stimulated in sound, normal character building and we find essentially by a four-fold process common to us all—

1. *By Imitation* (boys learn 70% of all they learn by imitation).

2. *By Competition* (not in the old way of group against group but as an individual constantly competing against his own best record, and by a continual stimulation to grow and expand).

3. *By Investigation and Exploration* (monkeying in the whole field of new experience).

4. *By Well-organized, Specific Instruction.*

And We Find—

1. A strong Staff of vigorous wholesome outdoor men, all worthy of imitation, demonstrating exactly what they are day by day by actual participation with the campers in a program that is essentially different.

2. Wonderful competition in adding peak to peak, and hike after hike and ride after ride, each one better than the one before, competition that produces in each boy and girl a new sense of self-confidence (not inferiority), a new zest for living rather than a common average standard; a new love of life and freedom and exuberance without license—adventurous, co-operative living.

3. No end of opportunity to investigate and explore and thrill at new experience—for every day is a surprise party, full of free choice and opportunity to "pioneer" and try out a big, inexhaustible country that fairly shouts the challenge to "come on up higher."

4. That we can and ought to teach formally how to ride and pack and cook skillfully and cooperatively; how to hike wisely and safely and how to sleep out in all kinds of weather without danger to health,—in short there comes a logical natural reason for formal teaching seasoned with fun and deep satisfaction. So that somehow we *do* seem to qualify as a piece of thorough-going progressive education, *flavored with fine individuality* which saves us from being "just another camp."

So we press on, ever eager to do a better and better job, on "from where we are with what we have" instead of merely taking "Toxo."

Hats off to outstanding camps wherever they are and whatever may be *their* points of emphasis one above another. The best in the

world to the water camp and the band camp and the athletic camp and the nature camp and all the rest *IF* they are doing the job *better than average* with obvious creative originality which brings worthy new experience, but, in all seriousness, for the very sake of good camping as such—*Look Out For The Rut!*

Standardized measurements, standardized requirements, standardized Staff training; standardized reporting and personnel, standardized directors, standardized equipment — standardized anything leads to *averages* — and who wants just an average camp?

Let's have more A Grade camps, that have real personality and charm without losing a single desirable basic consideration. Let's more of us be able to say to inquiring parents, with a calm assurance that we are speaking truth:

"No, man, we are *not* just another camp. We have very much more to offer you than just a few common denominators. May we demonstrate?"

Go Light, Young Man

(Continued from Page 14)

we wore no clothes at all. We had no lantern because at night we sat about the campfire (there were no such things as flashlights in those days). Dave knew the country; we needed no compass nor map for the whole hundred miles or so.

For grub we ate porridge of three kinds cooked in tin pails, dried fruit, hardtack, mushrooms which we gathered and stewed in considerable milk, an abundance of fresh fish (bass and salmon and trout) broiled in steaks on the toaster, frogs' legs occasionally, and all the huckleberries and raspberries we wanted, fresh picked almost any place we looked. And we drank cocoa—Dave did not like either tea or coffee.

Oh, it was a rough hard trip! decidedly back to nature, but we boys enjoyed it. Under Dave's resourceful leadership, I learned how to camp with what we had, and what was more important, *what to leave at home*.

When, on rare occasion, we met the members of another party, they marvelled at the compactness of our outfit—two small packs and a nest of pails, that was all! "Gee! you're traveling light" they would remark.

Away down in one of those packs there would be two or three books which Dave took for intellectual reasons—a botany, a bird book, a

star map, and perhaps a Dickens book. We were completely out of touch with the world but Dave believed in being in touch with nature.

Well, that was all over thirty years ago. Dave and I had many later trips, and I have had many, many more trips since in many places, under many circumstances and with many different companions. Things have altered so that I now take a few of the things Dave eliminated. But the basic principle remains as I learned it: *there are a lot of things you really don't need and which prove cumbersome and a worry throughout the trip*.

I once listened to a "camper" lecture in a camp on equipment. He had a dunnage-bag full of ideas, which he pulled out triumphantly as he talked. I recall only a few of them:

1.—A canvas wash basin to be set up in a tripod for washing hands and face. Why? Is there not a whole lake at hand?

2.—A fly for the tent roof. Why? Only another thing to string up and blow down.

3.—A padded collar for the shoulders when portaging a canoe. Why? Your sweater and the other fellow's rolled up one on each shoulder are far thicker and softer, and can be used as sweaters as well.

4.—A cushion for a pillow at night and to kneel on while paddling in day. Why? A sweater will do for both.

5.—Poles for the tent. Why? Are there not trees in abundance everywhere.

6.—A cushion mattress to be blown up at night. Why? Is there not lots of balsam, spruce, and other things for bedding?

And so on endlessly—pots, pails, dishes, ovens, pans, knives, forks, axes, etc., and in many cases spares of this and that in case something got lost! And pitch to mend the canoe, needle and thread and buttons to mend clothes, etc., etc.

We mended any tears and rips in clothes with fishing-line and when we punctured a hole through the bottom of Dave's canoe we effectually fixed it with balsam, gum off the trees ten feet away, stuck in place by a piece of cloth cut from a grub-bag.

So I think at this season it is well to look over those camp lists carefully with the thought, "what can I do without, consistent with comfort?" It has been said that a poor workman always blames his tools. In the same way a good capable resourceful woodsman makes the fewest tools do the most for him.

Was it not that veteran woodsman, Teddy Roosevelt, who said: "With what you have, where you are"?

The Camp Cooks Out.

(Continued from Page 20)

Dutch oven; cooking biscuits by the pie-plate method, one inverted over the other; cooking on a stick, on a spit, over a trench and grill fire; in ashes; using various devices such as lug pole, dingle stick, etc.; and using various simple cooking fires such as reflector, hunter-trappers, trench, back-log, etc.

The following schedule of group plans may indicate some of the possibilities of variety in menus, fires, equipment to be used, and necessary outdoor skills:

GROUP I
(Hunter's fire)
Venetian Egg on crackers
Humpty-Dumpty
Cocoa

GROUP II
(Reflector fire and ash cooking)
Baked potatoes and butter
Kabobs
Fresh berry shortcake
Tea

GROUP III
(Reflector fire and spit)
Roast chicken
Barbecue sauce (prepared)
Buns
Spotted dog, brown sugar, and milk
Coffee

GROUP IV
(Hunter's fire)
Counselors' Chowder
Crackers and pickles
Flapjacks and brown sugar syrup
Milk

GROUP V
(Without utensils)
Steak-on-a-rock
Buns
Whole tomato
Bread twist, with jelly
Fresh fruit

GROUP VI
(Reflector fire)
Frizzled beef on toast
Lettuce salad
Shortcake
Tea

GROUP VII
(Reflector fire)
Scrambled eggs and bacon
Johnny cake with honey butter
Some Mores
Coffee

GROUP VIII
(Reflector fire)
Baked ham and sweet potatoes both in reflector
Cabbage and pineapple salad
Bread and butter
Chocolate bar
Coffee

GROUP IX
(Reflector fire and lug pole)
Salmon Wiggle
Whole wheat muffins and jam
Some Mores
Tea

GROUP X
(Without utensils)
Steak broiled on rustic broiler
Buns
Potatoes baked in cans
Tomatoes
Fresh fruit
Milk

GROUP XI
(Reflector fire and Hunter's fire)
Ring Tum Diddy
Whole wheat biscuits
Carrot sticks
Canned fruit
Milk

GROUP XII
(Hunter's fire)
Blushing Bunny on crackers
Canned mixed vegetables
Fresh fruit
Fig newtons
Cocoa

GROUP XIII
(Reflector fire with lug pole)
Slum gullion
Bran muffins
Pickles
Candied apples
Tea

GROUP XIV
(Without utensils)
Angels on horseback
Whole tomatoes
Some Mores
Milk

GROUP XV
(Hunter's fire)
Corn Chowder
Cheese Chips
Cabbage and raisin salad
Chocolate sandwiches
Coffee

GROUP XVI
(Trench fire with grill)
Barbecued hamburgers
Buns
Pickles and olives
Fresh fruit and ginger snaps

GROUP XVII
(Without utensils)
Beef or lamb barbecued on spit
Buns
Whole tomato
Bananas baked in ashes
Milk

GROUP XVIII
(Reflector with lug-pole)
Komac stew with crackers
Cabbage and carrot salad
Plain cake with chocolate frosting
Coffee

It is far from impossible to pull off such a demonstration outdoor supper, and be assured that the effort is well worth it from every point of view. When such an ambitious program is planned, it is recommended that the entire set of directions be mimeographed and given to the leaders, because such practical material will be useful for the leaders in future campaigns.

If the event is to be still more educational and if time allows, a demonstration or exhibit of various types of fires, devices and other camp kinks can be set up in advance for the group to examine. Each separate item of such an exhibit should have before it a card explaining briefly the salient points and indicating uses, good and bad points, etc. This information may be typed on a 3 x 5 card, and thumb-tacked to a green stick of convenient height planted in front of each exhibit.

Little has been written specifically on group cookery. Books on camping out, of course, give information which can be applied to any sort of outdoor cooking, but the following have direct reference to our subject:

C. F. Smith: *Games and Recreational Methods*. New York: Dodd, Mead and Company, 1934. p. 342-347.

J. A. Wilder: *Jack Knife Cookery*. New York: E. P. Dutton Company, 1929. p. 148-154.

Frank Cheley: *Boys' Book of Camp Fires*. New York: W. A. Wilde Company, 1925.

Cheley and Baker: *Camp and Outing Activities*. New York: Association Press, 1915. p. 28-29; 202-204.

Arthur C. Parker: *Indian How Book*. New York: Doubleday, Doran, 1930. p. 300-301.